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ABSTRACT

These annotated bibliographies are intended to assist researchers, students, and other practitioners interested in the topic of education and aging. How-to guides, research studies, literature reviews, essays, state-of-the-art reviews, and program descriptions are included. Works are arranged by the following subject areas: general, learning ability in later life, leisure and health, educational provision, outreach provision, the media, reminiscence, libraries, preretirement education, University of the Third Age, and policy for education. An author index and lists of useful addresses, journals, regular newsletters, and abbreviations are included. (MN)

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ED 296 155

Selected Bibliographies on Ageing

series editor:
Gillian Crosby, Head of Information Services

2
Education and older people
compiled by
Dianne Norton
1987

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EDITOR'S INTRODUCTION

Since its inception in 1972, the Information Service at CPA has been putting together a variety of reading lists for students, researchers and professional people interested in ageing. By publishing the lists in booklet form, the series Selected Bibliographies on Ageing takes this process one step further, making more accessible the extensive work being carried out in the field of ageing.

Bibliographies will be published on a wide range of topics which reflect the interests of the Centre itself, and those of the many organisations and individuals with which CPA is in contact. Much of the literature referred to in the bibliographies is held in the Centre's library, Britain's largest collection on ageing. This major resource is available for reference purposes by appointment.

That retired people are capable of learning in later life and have a right to education is a relatively recent concept which is nevertheless strongly gaining acceptance. Much still needs to be done, however, to bring about the necessary changes in public policies to give retired people access to the educational opportunities to which they are entitled.

This bibliography explores the existing literature for ideas on ageing and education, and catalogues the work which is being undertaken to make more opportunities available.

The bibliography has been compiled by Dianne Norton who is well-known for her work with both the University of the Third Age and the Forum on the Rights of Elderly People to Education (FREE). The entries which it contains will be immensely useful to established practitioners requiring an authoratitive reference guide, and particularly helpful to people new to this field of study.

Gillian Crosby
Centre for Policy on Ageing

Other titles in this series:

1. Social planning for the elderly; compiled by Barbara Meredith (1984).

INTRODUCTION

To discuss 'Education and Older People' we have, first of all, to confront two semantic problems - what do we mean by 'education' and who are 'older people'? To answer the latter first, my personal preference is for the concept of the Third Age, as it has no actual age connotations. A study of the words used in the works listed in this bibliography tells us something about changing trends - a slow movement away from the use of 'the elderly', as if all ten million were from one mould, towards more respectful and adventurous labels, although we may never agree on one most suitable title.

The word 'education' is much more difficult, but the meaning of that is also changing, and some reflection on the words we use tells us much about the climate of past, present and future developments. For many older people education means 'schooling' and 'classes' and as such is not an attractive thing. Many providers in the more 'traditional' sectors of LEA adult education still think in terms of classes, teachers and students and have yet to acknowledge in their provision what others have already recognised - that is, that older people are individuals with a great deal to contribute and should be involved, at all levels, in planning and providing activities. Another problem is the continued separation of the concepts of education and leisure when, in fact, in many cases, such activities are either one and the same thing or at least operating symbiotically.

The entries chosen for this bibliography reflect the compiler's view that the concept of education with which we must work is a broad and seamless one. It includes 'traditional' activities and more innovative ones and anything that stimulates, informs (even on a purely factual level), or involves older people in activities which might be considered by some to be political, that is activities that teach older people to use 'the system' and the resources that are available to them in every community.

David Peterson's three-part definition of educational gerontology is a useful one. However, while education for/by/with older people, and education about older people, are both represented in this bibliography, the education of professionals and para-professionals working with older people has been excluded. A literature on this area is beginning to appear and, hopefully, in the future, will have its own bibliography.

While a certain amount of discussion and activity had been going on well before 1981, it is that date that is now seen as the time when the first bearings were taken on the concept and provision of education for older people, and from that time more purposeful courses were charted and pursued. For some time it was not so much that new initiatives were being launched as that existing ones were being discovered and brought on to the map of our 'known world'. Of course the period since 1981 is one in which providers have had to fight against the tide of economic stringency and, sadly, a few projects have 'gone under'. But because of the climate, more attention has been paid to using existing resources to the full, including human ones, and many of the surviving and new initiatives will be all the better for that.

It is interesting to note that the results of what research there has been into the capacities of older people for education have invariably been positive. In fact, many researchers have 'moved the goal posts' but in doing so have greatly enhanced our understanding of human intelligence, cognitive functioning and the relationship between mind and body. There has also developed a much greater awareness of the social and emotional impact of educational activities, particularly for older people. It is obvious, then, that education is, in fact, a very complex and far reaching process and the reasons why it is 'good' for old people and they are good for it, are many.

Structure of the bibliography

The reader will find that there is some overlap in the categories into which the bibliography is divided. Many of the works are non-specific but cross-referencing should ensure that all relevant works are listed in the appropriate section. A number of practical or 'How to' guides are included as the compiler, as mentioned above, feels that the provision of information is an essential part of education, and also that by including guides, would-be providers will be encouraged to replicate some of the examples of good practice listed.

The bibliography is selective and demonstrates personal preferences. The annotations do not claim to be entirely objective.

Many of the works cited are available at the Library of The Centre for Policy on Ageing whose New Literature on Old Age lists new publications in all relevant areas. The FREE Information Bulletin also lists and reviews new publications and the FREE Directory of Educational Initiatives gives details of existing provision.

Acknowledgements

My thanks to Robin Frampton whose skilful and meticulous editing has enabled me to present an ordered and accurate finished product, and to Gillian Crosby and Helen Monypenny at the Centre for Policy on Ageing Library for their knowledgeable and generous assistance.

Dianne Norton
August 1987

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1. GENERAL

Some of the works included in this section present the background, both in historic and structural terms, to the current state of affairs. Other pieces represent the various concerns of educational gerontologists: the actual needs and wants of older adults, the principles behind provision and the social, psychological and physical conditions affecting participation and learning. Mention of lifelong learning is also made as recognition of the importance of this concept as a solution to the educational problems of future older adults.

1.1 ABRAMS, Mark (1980) Beyond Three Score and Ten: A Second Report on a Survey of the Elderly. Mitcham: Age Concern.

Analysis of a survey (1977) in four towns, with emphasis on how retired people spend their time: TV, radio, reading, resting, walking, clubs, church, hobbies. Groups are analysed by social class and age (65-74 and 75+) and it is noted how patterns have changed. Less activity is found to be a source of frustration.

1.2 ABRAMS, Mark (1982) Research Perspectives on Ageing: Education and Elderly People. Mitcham: Age Concern Research Unit.

Three papers: (1) Education and the elderly (Alice Foley Memorial Lecture 1980), which provides statistics on population change, educational expenditure and take-up by retired people, and suggests techniques to overcome lack of interest and educational skills, citing Elderhostel as a good example; (2) Use of leisure time; age/class differences; (3) Changes in age composition, background and aspirations of retired people and the educational implications.

1.3 AGE CONCERN SCOTLAND (1981) Retirement Education in Scotland: A Working Party Report. Edinburgh: Age Concern Scotland.

An examination of educational provision for elderly people in Scotland. Recommends ways of involving the elderly in activities which embody the principles of creativity, companionship and voluntary service. Relevant outside Scotland.

1.4 Ageing International (1986) 'The Elderly in the Education Process', 13, 3, Autumn, 1-5 and 10-15.

A selection of short articles from different countries. Topics include: intergenerational projects (Spain, Denmark & USA); mental benefits from exercise: Danish study circles: developments in the UK.

1.5 AGRUSO, V.M. (1978) Learning in Later Years: Principles of Educational Gerontology. New York: Academic Press.

Survey of experimental evidence relating to memory and intelligence with a discussion of learning. Aimed at professionals in education and educational psychology and others working with the elderly. Notes the historical development of educational gerontology. Suggests researchable problems.

1.6 BATTERSBY, David (1987) 'From Andragogy to Gerogogy', Adult Education, 2, 1, April, 4-11.

The concept of gerogogy (the process of development in older adults) should be developed through philosophical channels, particularly by following Friere's model of education as a 'collective and negotiated enterprise'.

1.7 CANN, Roger (1982) 'The Three Ages of Retirement', Adult Education, 55, 3, December, 269-72.

Argues that it is harmful to group all retired people together. Suggests that three levels of retirement should be recognised with special activities needed only for the latter two.

1.8 CROPLEY, A.J. (Ed.) (1980) Towards a System of Lifelong Learning: Some Practical Considerations. (Advances in Lifelong Education Series Volume 7.) Oxford and Hamburg: Pergamon and UNESCO Institute for Education.

Interdisciplinary studies of lifelong education, contributions on education, philosophy, history, sociology, psychology, anthropology and economics. Clarifies the directions imposed on education by modern contexts and the potential of individuals to guide their own education.

1.9 CROSS, Wilbur and FLORIO, Carol (1978) You Are Never Too Old to Learn. New York: McGraw-Hill.

Describes education for elderly people as the neglected necessity. It looks at education as a way of meeting personal demands and aspirations. Aimed at would-be older learners. Includes ideas for providers of activity in America.

1.10 CUTTRESS, Nigel, MORRISON, Val and PALMER, Fiona (1983) 'The Older Open University Student', Teaching at a Distance, 24, Autumn, 28-34.

Summary of preliminary findings of Older Students' Research Group. Statistics on sex and age composition, educational background, motivation, experience and performance. (See also 1.36.)

1.11 DE BEAUVOIR, Simone (1977) Old Age. London: Penguin.

Citing a comprehensive array of anthropological, ethnographical and sociological evidence, the author chronicles the creation of the old aged as an underpriviledged and disadvantaged minority. In an indiscriminate collection of material, various societies are analysed and differences exposed: between young old and old old; primitive and literate societies; and old men and old women, as society and history have shaped their roles and images. Gives examples of old lives. Suggests that the remedy lies in changing the whole of life, not just improved social policy for elderly.

1.12 ELMORE, Robert (1986) 'Sociological and Social Policy Dimensions of Educational Gerontology', Journal of Educational Gerontology, 1, 1, April, 17-30.

Review of literature. Sociology can make a major contribution by 'endeavouring to unravel the processes involved in the social construction of ageing' but studies are needed to be more direct towards appreciating the 'location of the aged in society'.

1.13 GAYFER, Margaret (Ed.) (1985) Convergence: International Journal of Adult Education - Special Report on Education and Older Adults, 18, 1-2. (Available from International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Canada M5R 1B2.)

This special issue of Convergence offers a global overview of theory and practice. It includes a report and comment on the World Assembly on Aging's international plan of action (recommendations on education and declaration of UNESCO 1985 conference on adult education). Also provides showcase for developments in many countries: Singapore, Britain, Ghana, India, France, USA, Finland, and Sri Lanka. (See 5.12.)

1.14 GLENDENNING, Frank (Ed.) (1976) Education and the Over-60's: Seminar Report. Stoke-on-Trent: Beth Johnson Foundation.

Reports wide-ranging discussions involving Lord Crowther-Hunt and Professor Sir Ferguson Anderson on the needs for stimulation; Arthur Stock, on the Russell report; David Hobman, Brigit Barry and others. References to examples of good practice here and abroad. Many issues still in need of consideration are raised. Also includes an essay by Sidney Jones on education for the elderly.

1.15 GLENDENNING, Frank (1983) 'Educational Gerontology: A Review of American and British Developments', International Journal of Lifelong Education, 2, 1, 62-82.

American enthusiasm has had no substantial impact on federal policy. The British contribution is less influential in scholarly terms. Assesses early British literature, including PRE. Notes beginnings of activity in Britain. Finds Peterson's 1976 definition of educational gerontology more applicable to British developments to date.

1.16 GLENDENNING, Frank (1984) Education and Older Adults: What is the Future for Educational Gerontology? Papers from a Seminar at Keele University, April 1984. Keele: Adult Education, Keele University with Universities Council for Adult and Continuing Education.

From university extra-mural departments, discussions broadened to include other practitioners. Adopts Petersen's definition of educational gerontology which includes education for older people, education about ageing and education for professionals. Includes papers by ELMORE, Robert, on aspects of social policy; SHEA, Peter, on learning potential.

1.17 GLENDENNING, Frank (Ed.) (1985) Educational Gerontology: International Perspectives. London: Croom Helm.

Includes papers by GLENDENNING, Frank on: (1) An ageing society: education and the role of older adults in Britain and USA, which is a well-documented introduction to the relevant policy and the paucity of same; (2) What is educational gerontology? which looks at USA and UK definitions, and gives Peterson's basic definition of educational gerontology (a) for older adults (research and provision), (b) about older adults (creation of models and advocacy), (c) for professionals working with older adults (those already involved and developing a new discipline); (3) A history of British developments including PRE, FREE, Lifelong Education and U3A. A paper by PEDERSON, Joergen Bruun, looks at educational gerontology in Denmark.

See also separate entries for SHEA, Peter, on learning capacity (2.29); PETERSON, David, on developments in USA (1.38); PHILLIPSON, Chris on PRE (3.102); RADCLIFFE, David, on gerontological education (1.42); and WALKER, Joanna, on the old as consumers (1.48).

1.18 GROOMBRIDGE, Brian (1960) Education and Retirement: An Enquiry into the Relevance of Education to the Enjoyment of Leisure in Later Life. London: National Institute of Adult Education.

Reports a survey of adult education and considers their perceptions and attitudes on policy, curriculum, institutional change, support for tutors and other issues. Suggestions and recommendations include more daytime provision; the promotion of educative societies and education for retirement; local social services should emphasise creative and satisfying pursuits; outlines for broadcasting. The report demonstrates how little we have progressed since 1960.

1.19 GROOMBRIDGE, B. (1987) 'Older Students: The Perceptions of Educational Providers in Great Britain', Journal of Educational Gerontology, 2, 1, April, 19-31.

Reports the views of a selection of committed providers. The presence of older people in classes changes attitudes. Support and training for tutors would be useful. Segregated provision can facilitate integration. Dialogue with older learners on curriculum and style will encourage further innovation.

1.20 HENTGES, K.A.E. (1980) 'Education for Successful Aging', Lifelong Learning: The Adult Years, 3, 8, April, 20-22.

Learning for a long life is necessary. It advocates health education to overcome many conditions that prohibit old people from enjoying full, satisfying lives.

1.21 JOHNSTON, Susanna and PHILLIPSON, Chris (Eds.) (1983) Older Learners: The Challenge to Adult Education. London: Bedford Square Press for Help the Aged.

A review of the statistical, psychological, statutory and legislative basis for current development including case studies and comparisons with activity and thought in America and Europe.

1.22 JONES, Sidney (1980) 'Education for the Second Half of Life' in: DICKSON, Niall (Ed.) Living in the 80's: What Prospects for the Elderly? Mitcham: Age Concern.

A general consideration of educational prospects for elderly people during the 1980s. Includes table predicting the educational backgrounds of 65-74 year olds in 1981, 1991, 2001, 2011.

1.23 JONES, Sidney (1986) 'The Elders: A New Generation', Ageing and Society, September, 313-31.

The author uses evidence of increased health, wealth, educational activity and volunteering to create a picture of what could be the future if today's 60 year olds develop their potential for involvement. A consciousness raising campaign is needed among the elders, politicians and others.

1.24 KAPLAN, Max (1979) Leisure, Lifestyle and Lifespan: Perspectives for Gerontology. Philadelphia: W.B. Saunders Company.

Wide-ranging review of provision, experiences and issues. Looks at the roles of the elderly, decline of work and rise of leisure. Strong American orientation but good examples of studies and practice in aesthetic, intellectual, mass media and physical activities. Some useful comments on programming, counselling and training including: need to train old as persons, organisers, scholars and researchers.

1.25 KASTENBAUM, Robert (1979) Growing Old: Years of Fulfilment. (A Life Cycle Book.) London: Harper & Row.

Clear exposition of the multi-dimensional nature of intelligence and the benefit of memories. Looks at all aspects of life in later years, and death. Aimed at older people but contains more information on mental and physical processes than guidebooks usually do.

1.26 LASLETT, Peter (1980) The Education of the Elderly in Britain (unpublished).

Report based on enquiries and visits, especially in Scandinavia. The extensive material is the basis for Laslett's five rights of the elderly to education (see 5.6). Much of the material is reprinted in: MIDWINTER, Eric (see 4.8).

1.27 LEBEL, J. (1978) Beyond Andragogy to Gerogogy. Lifelong Learning, 1, 9, 16-19.

Defines gerogogy as the art and science of teaching the elderly. Asks whether old people need special types of teaching? Suggests many older learners return to desire for subject-based learning but that current attitudes to old age need to be considered and changed.

1.28 LECLERC, Gilbert J. (1985) 'Understanding the Need of Older Adults: A New Approach', Educational Gerontology, 11, 137-44.

Defines educational needs as 'the gap between the present and the desirable state of knowledge, abilities and attitudes of an individual'. An action research project (Canada) asked people to consider advantages and disadvantages of being old. These were then assessed in terms of educational needs and a suitable programme of activities proposed.

1.29 LONG, Jonathon and WIMBUSH, Erica (1979) Leisure and the Over-50's: A State of the Art Review. London: Sports Council and Social Science Research Council.

A broader view of leisure encompasses much regarded as education. Review of theory and literature on ageing. Leisure is an agent of social interaction and personal development. Suggests research problems and future directions.

1.30 McLEISH, J.A.B. (1976) Ulyssean Adult: Creativity in the Middle and Later Years. Scarborough, Ontario: McGraw-Hill Ryerson.

Reviews theories and discussion on creativity. Conditions for creativity are good in old age. The unconscious plays a powerful role in later years and although creativity can start in old age it is most often the product of earlier years. Gives examples of Ulysseans in action. A book with an inspirational and scholastic mission.

1.31 MIDWINTER, Eric (1982) Age is Opportunity: Education and Elderly People. (Policy Studies in Ageing 2.) London: Centre for Policy on Ageing.

A comprehensive survey of provision in the UK and examination of the myths and realities surrounding the learning process in older adults. It confronts the issues of rights and motivation and suggests future development of policy and practice.

1.32 MIDWINTER, Eric (1984) 'The Social Determinants of Education Policy in the United Kingdom and their Likely Effects on the Provision of Education for the Elderly', Educational Gerontology, 10, 3, 197-206.

Sets educational opportunities for elderly people in the context of UK educational history. Educational policy is dictated by non-educational factors such as the requirements of the labour market. Examines participation by elderly people in adult education and reasons for lack of same. Suggests skill-sharing co-operatives and tutors as facilitators.

1.33 NORTON, Dianne (1983) 'Education and Elderly People: A Look at Policies and Practice' in: Aspects of Ageing: Papers from the Thirteenth Annual Conference. Nottingham: SCUTREA. (Available from Division of Continuing Education, University of Nottingham, 14-22 Shakespeare Street, Nottingham NG7 2RD.)

Through the piecemeal development of activities in this area, common elements of policy are surfacing. Finds analogies for theory in Freire (Pedagogy of the Oppressed) and other works whose theme is giving people control of their own learning. Quotes various examples including U3A and calls for a policy to support a wide range of activities directed by participants.

1.34 NORTON, Dianne (1985) 'Adding Spice to Life: Leisure' in: GREENGROSS, Sally, Ageing: An Adventure in Living. (Human Horizon Series.) London: Souvenir Press.

A general review of a wide variety of leisure education initiatives. Also reviews the development of relevant theory and psychological evidence. Aimed at potential participants and providers.

1.35 NORTON, Dianne (1985) 'The Educational Needs of the Elderly' in: The Need for Adult Education: Where Does the Learning Stop? London: Council for Educational Advance.

Elderly people need information, inspiration, involvement. Attitudes and physical problems have to be overcome. Suggests various schemes to solve problems and meet needs.

1.36 OLDER STUDENTS RESEARCH GROUP (1984) Older Students in the Open University. Milton Keynes: Regional Academic Services, Open University.

Report of two year project looking at OU students of 60+ in four areas. Despite having more formal qualifications they worry about memory, coping with pace, organisation or work and exams but compare favourably with other OU students in results. Concludes that OU pattern is particularly suited to lively over-60's. (See also 1.10.)

1.37 PETERSON, David A. (1980) 'Who are the Educational Gerontologists?', Educational Gerontology, 5, 1, January/March, 65-77.

An explanation of why and how educational gerontology is developing. Outlines components of educational gerontology, building on his 1976 definition. The discipline should include examination of study and practice in three areas: (1) instruction of the old; (2) instruction about old age; (3) instruction of professionals and para professionals.

1.38 PETERSON, David A. (1983) Facilitating Education for Older Learners. San Francisco: Jossey Bass.

Designed to help providers understand needs, wants and characteristics of older learners. Contains basic information on intelligence, learning ability, physiological and perceptual changes. Covers US developments against a background of changing social and economic roles. Gives guidelines for the development of programmes including PRE, access to institutions, use of resources, etc.

1.39 PETERSON, David A., (1985) 'The Development of Education for Older People in the USA' in: GLENDENNING, Frank (see 1.17).

Survey of American developments. Revision of material in PETERSON, David A. (see 1.38).

1.40 PETERSON, David A. and KEANE, Patrick (1982) 'Education for the Aging' in: KLEVINS, Chester (Ed.), Materials and Methods in Adult and Continuing Education. Los Angeles: Klevins Publications.

A textbook giving a general summary of known facts plus a discussion of needs and wants of elderly learners.

1.41 PRICE, William and LYON, Lesley (1982) 'Educational Orientations of the Aged: an Attitudinal Enquiry', Educational Gerontology, 8, 5, September/October, 473-84.

Based on a random survey of 172 older people in New York. It measures perceived ability to learn, interest in education as a concept, perception of educational needs, desired availability of educational opportunities, use of free time and discusses the relationship between factors.

1.42 RADCLIFFE, David (Guest Ed.)(1984) ' Special Issue on International Perspectives on Education and Aging', Educational Gerontology, 10, 3, whole issue.

Includes perspectives from France, Canada, Argentina, Israel and Britain. Includes an article by MIDWINTER, Eric (see 1.32).

1.43 RADCLIFFE, David (1985) 'Gerontological Education for a Caring Society: The Way Ahead' in: GLENDENNING, Frank (see 1.17).

Discusses need for gerontologists (within Peterson's three fields). Calls for more research that is integrated with practice. Advises interdisciplinary education and poses question: 'Is it possible to build a separate discipline of gerontology?'

1.44 ROGERS, Jenny (1977) Adults Learning. Milton Keynes: Open University.

For teachers of adults. This new edition adds consideration of Russell Report, Open University and literacy campaign. Why people come to learn: case histories throughout. Who comes (WEA students have higher average age than LEAS). Their feelings: recognises 'subtle destructive forces in the learner's own mind'; believing in age-decay; bad school memories. How adults learn: pace; method; practice; style; forms; atmosphere; problem areas and use of resources.

1.45 TROUP, Gill (1985) Information and Older People in Scotland: Needs and Strategies. A Research Report. Edinburgh: Scottish Community Education Council.

A report of a project researching, devising and promoting strategies to provide information resulting in action by older people in the community. Reviews other relevant studies, and surveys of old people. Recommends national programme to develop resources using mass media and local initiatives through community education base.

1.46 TYLER, William (1977) 'The Provision of Adult Education for the Elderly' in: PERCY, K. and ADAMS, J. (Eds.) (see 3.36).

The Russell Report (1973) labelled the elderly as a disadvantaged group. Tyler advocated that segregated provision is appropriate when subject has special relevance. Special teaching is needed; in cases of isolation and in homes and hospital wards. Suggests learning webs to exchange knowledge and skills.

1.47 TYLER, William (1986) 'Structural Ageism as a Phenomenon in British Society', Journal of Educational Gerontology, 1, 2, October.

Ageism encompasses actions based on often erroneous beliefs. The pension system exemplifies how problems go deeper than stereotypes. Language bias causes use of derogative terms and a lack of words to demonstrate positive and varied aspects of life in later years. In adult education, there is discrimination in fees, attitudes and curriculum. These attitudes and actions require challenging.

1.48 UNIVERSITIES COUNCIL FOR ADULT AND CONTINUING EDUCATION (1983) Education and Older Adults: A Working Party Report. (Printed in Stoke-on-Trent.)

A concise outline of research trends, statistics, and the development of pre-retirement education, with particular attention to the implications for universities.

1.49 WALKER, Joanna (1985) 'Older People as Consumers of Education: The Politics of Provision and Participation' in: GLENDENNING, Frank (see 1.17).

Providers must grapple with the political and social emancipation of older learners as well as their social and educational status. Asks 'education for what?'. Answers: consciousness raising, citizenship and participation, capability. 'What kind?'. For change, about ageing, for lifecycle. Addresses problems of participation. Discusses Laslett's five rights. Mentions Outreach, self-help, community action.

1.50 WITHNALL, Alexandra, CHARNLEY, Alan and OSBORN, Marilyn (1983) Review of Existing Research in Adult and Continuing Education, Vol. 2, The Elderly (revised edition). Leicester: National Institute of Adult Continuing Education.

Draws on published and unpublished research, from many sources and countries and discusses characteristics of ageing and the ability to learn; health and mobility. It reviews current provision including hospitals, PRE, peer-teaching and the media. It examines research investigating the needs of the elderly and comment on issues revealed as paramount; purpose of education; who provides; content; methods.

1.51 WYLD, Cynthia (1982) The Development of Pre- and Post-retirement Education: A Case Study of North Staffordshire (unpublished). Keele: University of Keele.

Chronicles the development of educational gerontological theory, psychological background and practical developments in the UK as well as including a more specific study of North Staffordshire activities supported by the Beth Johnson Foundation.

2. LEARNING ABILITY IN LATER LIFE

Recognition that we are only beginning to be able to study cognitive development and decline in older adults is perhaps the most important advance in recent years. In their varying ways, researchers have begun to develop concepts of learning ability and cognitive development that consider a wide range of traits and possibilities. Exploration of the relationship between a healthy body and healthy mind is providing hopeful and interesting material. Various theories are represented here; the vast majority of works provide evidence of continuing, positive mental activity. Unfortunately this section also demonstrates the paucity of original work being done in this field in the UK.

2.1 ALLMAN, Paula (1980) Adult Development: An Overview of Recent Research. Nottingham: Department of Adult Education, University of Nottingham.

Introduces a selection of theories and research from noted contributers. Attempts to focus interest on new developments in the study of adulthood: (1) Adult cognitive development; (2) Adult physiological development; (3) Personality and affective development and the process of socialization; (4) Methodology and theoretical issues in the study of adulthood. Included in the Psychological and Educational Perspectives series are the following: MACKIE, Karl, The Application of Learning Theory and Adult Teaching; SQUIRES, Geoffrey, Cognitive Styles and Adult Learning; MILLARD, Lesley, Adult Learner Study Skills and Teaching Methods; FOULDS, Alison M., Age Differences in Aspects of Memory Performance; BERRYMAN, Julia C., Sex Differences in Behaviour: Their Relevance for Adult Educators.

2.2 ALLMAN, Paula (1984) 'Self-help Learning and its Relevance for Learning and Development in Later Life' in: MIDWINTER, Eric (see 4.8).

Age and learning ability are not related. The process of dialogue and reflection inherent in self-help peer learning groups is an attractive alternative to traditional education. Learning experiences must allow individuals to regain control for themselves. Reviews theory and literature on importance of experience in adult thought and nature of adult development.

2.3 ALLMAN, Paula and GILES, Ken (1981) 'The Cognitive Development of Adults', Teaching at a Distance, 20, Winter.

A duologue considering the need for studies of adult abilities to accept influence of self-concept on learning. Promising new research is based on Birren's belief that growth or lack of it is due to individual's interaction with the environment.

2.4 ALLMAN, Paula and GILES, Ken (1982) 'Cognitive and Personal Change in Adults', Teaching at a Distance, 22, Autumn, 35-43.

Duologue considers adulthood as developmental stage and not finished state. Personal change accelerates through positive self images. New relationships between learner and course content foster development and all adult education should facilitate such development.

2.5 BADDELEY, Alan (1982) Your Memory - A User's Guide: A Guided Tour of One of the Most Complex and Vital of Human Faculties. London: Penguin Books.

An analysis of memory (long-term, short-term and sensory), its relationship with learning, strategies for assisting and maintaining the mechanism. Also outlines problems of memory and old age.

2.6 BELBIN, R.M. (1970) 'Biological Background to Adult Learning' in: ELSDON, K.T. (Ed.), Explorations in Adult Learning and Training for Adult Education. London: Department of Employment and Science.

Gives neurophysical evidence about learning. Lists types of learning: conditioning; imitating; memorising; sensorimotor skills; and exploring. The latter is what characterises the older learner. The ability to exploit acquired skills supports the need for discovery-type teaching.

2.7 BIRREN, James E. and SCHAIE, K. Warner (Eds.) (1985) Handbook of the Psychology of Aging (second edition). New York: Van Nostrand Reinhold Co.

Very comprehensive presentation (900+ pages) includes: OBLER, Lorraine, K. and ALBERT, Martin, L, 'Language Skills Across Adulthood'; LABOUVIE-VIEF, Gisela, 'Intelligence and Cognition'; WILLIS, Sherry L. 'Towards an Educational Psychology of the Older Adult Learner: Intellectual and Cognitive Basis - A Review of the Literature'... and much more.

2.8 BLUM, J.E. and JARVIK, L.F. (1974) 'Intellectual Performance of Octogenarians as a Function of Educational and Individual Ability', Human Development, 17, 364-75.

A 20-year follow-up of 54 octogenarians using vocabulary tests showed least decline in those with most education, thus suggesting a relationship between intellectual activity and intellectual decline. Charts 12 previous longitudinal studies, several of which support the thesis of greater decline in less able.

2.9 BOLTON, E.B. (1978) 'Cognitive and Non-cognitive Factors that Affect Learning in Older Adults and Their Implications for Instruction', Educational Gerontology, 3, October/December 331-44.

A history of IQ testing including question of timed tests (adjusting previous research for speed factor showed mistaken conclusions about age and decline). Definitions of crystalised and fluid intelligence. Acknowledges continuing dispute among psychologists. Mentions memory, motivation, loss of speed, health and educational background in relation to performance. Suggestions to minimize learning deficits. Advocates discovery method (activity oriented) and importance of reducing anxiety.

2.10 CAMP, Cameron J. (Ed.) (1986) 'Social and Personal Aspects of Adult Cognitive Development', Educational Gerontology, 12,4, special issue on the study of cognitive development.

A range of articles dealing with the social and personal factors influencing the way older people perceive themselves and the effect on their intellectual lives.

2.11 CASLING, Mary (1985) 'The Older Student: A Personal Point of View', Adult Education, 58, 3, December, 231-3.

In the opinion of this older learner, they may need to learn new skills and techniques (e.g. computing) and regain ability to concentrate but not necessarily in special classes. Outlines benefits of learning later in life.

2.12 DENNEY, N.W. and PALMER, A.M. (1981) 'Adult Age Differences in Traditional and Practical Problem-solving Measures', Journal of Gerontology, 36, 3, May, 323-9.

Reviews a test which exhibited a decrease with age in the ability to solve abstract problems, while the ability to solve practical problems increased up to age 50 and then decreased.

2.13 EASTING, Geoff (1983) 'Old Dogs-New Tricks: A Look at Learning and Memory' in: The Older Adult in Aspects of Ageing: Papers from the 13th Annual Conference. Nottingham: SCUTREA. (Available from Department of Adult Education, Nottingham University, 14-22 Shakespeare Street, Nottingham, NG1 4FJ.)

Only the human animal is aware of ageing, hence the belief in myths. Review of literature examining myths and recent knowledge about learning ability as a function of ageing. Reports on efforts to construct tests appropriate to adults. Comments on memory and regrets lack of positive advise based on studies.

2.14 EVANS, P. (1979) 'How to Keep Your Mind Young (Learning Motivation in the Later Years)', Learn, 7, 16-17.

Examines a range of extraneous factors affecting memory and learning in the old and concludes that motivation is an essential element in performance and ability.

2.15 GOUNARD, B.R. and HULICKA, I.M. (1977) 'Maximising Learning Efficiency in Later Adulthood: A Cognitive Problem-solving Approach', Educational Gerontology, 2, 4, 417-28.

The decline in cognitive performance may be due to factors other than ageing. Physical factors and motivation can mitigate against the optimum performance. Teaching and learning techniques can be designed to compensate.

2.16 HUPPERT, Felicia (1982) 'Does mental function decline with age?' Geriatric Medicine, 12, 1, January, 32-7.

Looks at research on aspects of health affecting mental functioning. Negative attitudes and the belief that mental deterioration is normal contribute to mental decline.

2.17 JONES, Sidney (Ed.) (1976) Liberation of the Elderly. Report of Seminar, March. Stoke-on-Trent: Beth Johnson Foundation and Adult Education, Keele University.

Includes: (1) The abilities of the elders: theory x and theory y. Theory x: represents age = decline myths. Reviews its impact on individual/industry/society. Theory y: given absence of pathological destruction, reduction in capacity is not inevitable. Lack of use = decline. Diet and exercise provide substances vital to mental maintenance. Quotes evidence in support. Limited expectations prevent old from learning; (2) Recommendations for future research and action in education/psychology and age/elders in the community.

2.18 JONES, Sidney (1982) Learning and Meta-learning with Special Reference to Education for the Elders (unpublished). London: Institute of Education, University of London.

This study concerns changes that take place in individuals when they learn, particularly in structured situations. Looks at learning in long-stay geriatric wards. Draws on original research of various programmes as well as the work of others. Suggests the extension of learning opportunities.

2.19 Journal of Gerontology, psychological sciences section.

Each issue published since issue 32 in 1972 carries reports on a wide range of specific American research projects. Many related to memory, problem-solving and language skills.

2.20 LABOUVIE-VIEF, Gisela, and BLANCHARD-FIELDS, Fredda (1982) Cognitive Ageing and Psychological Growth, Ageing and Society, 2, 2, July, 183-209.

Synopsis of recent competing theories which indicate age-related deficits in cognitive ageing. These do not consider age changes, i.e. individual development, and differences between cohorts caused by factors other than age. Authors favour a model that indicates progression to mature thinking and involves a new function of logic in adulthood resulting in an increase in commitment, generactivity and social responsibility.

2.21 MANTON, Kenneth G., SIEGLER, Ilene C. and WOODBURG, Max A. (1986) 'Patterns of Intellectual Development in Later Life', Journal of Gerontology, 41, 3, July, 486-99.

In the context of distinguishing between normal ageing and age-related disease, Weschler's tests were used to reveal complex patterning of intellectual functioning in extreme old age. Implications for long-term care are discussed. An assessment of cognitive decline would be useful in planning intervention for those in need.

2.22 NAYLOR, G.F.K. and HARWOOD, E. (1975) 'Old Dogs, New Tricks: Age and Ability', Psychology Today, 1, 1, 29-33.

Reviews past myths and research, mostly based on unsuitable methods which produced unsatisfactory results. Outlines 6 months project (University of Queensland) teaching German. Subjects have above average IQ and meagre education. Results better than expected. Concludes that most elderly have capacity to begin and sustain new learning and add to intellectual repetoire given the right methods. Subjects showed better general outlook on life, better social roles and self-satisfaction.

2.23 OWENS, David (1985) 'Nature and Amount Learned by Older Adults from a Documentary Program', Educational Gerontology, 11, 1, 9-28.

Reviews various methods used to test learning and reports on one test using domain-reference tests. Concludes that older people learn a relatively high percentage of facts presented in this documentary form. Future research possibilities given.

2.24 RYBASH, John, HOYER, William and ROODIN, Paul (1986) Adult Cognition and Aging: Developmental Changes in Processing, Knowing and Thinking. New York: Perganon Press

A review of theories which attempt to describe adult thought, with an emphasis on developing a post-formal account of cognitive functioning in adulthood. Authors present their own model stressing the importance of social and interpersonal contexts on older adults' view of intelligence.

2.25 SCHAIE, K. Warner (1975) 'Age Changes in Adult Intelligence' in: WOODRUFF, D.S. and BIRREN, J.E., Aging: Scientific Perspectives and Social Issues. New York: D. Van Nostrand.

Develops reasons why longitudinal studies are needed: briefly describes crystalized and fluid intelligence and outlines the author's and research by others on these issues.

2.26 SCHAIE, K. Warner (1980) 'Age Changes in Intelligence' in: Sprott, R., Age Learning Ability and Intelligence. New York: Van Nostrand Reinhold.

Discusses intelligence models versus competence models: theoretical and methodological issues. Various theories are presented briefly. Aspects of various tests of intelligence are given and a detailed explanation included of the author's primary mental ability tests.

2.27 SCHAIE, K. Warner (1982) 'Toward a Stage Theory of Adult Cognitive Development' in: SCHAIE, K. Warner and GEIWITZ, James, Readings in Adult Development and Aging. Boston: Little, Brown & Co.

Discusses the inadequacies of current techniques in describing and understanding cognitive function in later life. Suggests new study methods and increased consideration of life contexts of subjects and interaction of environment and cognitive structures.

2.28 SCHAIE, K. Warner and GRIBBEN, K. (1975) 'Adult Development and Aging', Annual Review of Psychology, 26, 65-96.

Review of literature noting positive changes in attitudes and methodology of researchers. Cites 350 publications.

2.29 SHEA, Peter (1985) 'The Later Years of Lifelong Learning' in: GLENDENNING, Frank (see 1.17).

Explains psychological and attitudinal bases that promote and/or inhibit learning in older people. Briefly explains life-span development and memory. Discusses problems of testing.

2.30 SPROTT, R. (1980) Age, Learning Ability and Intelligence. New York: Van Nostrand Reinhold. Includes SCHAIE, K. Warner (see 2.26). Also ARENBERG, D. and ROBERTSON-TCHABO, E., 'Age Differences and Age Changes in Cognitive Performance'.

Health and motivational factors are important and need further investigation. It is still not known which abilities remain intact and which we need most. Individual chapters discuss theoretical and methodolgical issues.

Leisure and Health

As demonstrated by some of the texts in the previous section, even more than in early life, physical health in later life is closely connected with mental health, social and emotional well-being. Health education, and, in particular, self-help and participatory health education activities, seem to be on the increase as is represented by a number of reports and manuals in this section. Also, so-called leisure provision has much in common with so-called educational provision. In fact, the two should not be separated and many programmes discussed in the Provision and U3A sections of this bibliography include health and fitness activities just as much of the writing noted in sections dealing with the history, philosophy, sociology and psychology which supports the development of educational programmes is equally relevant to health, fitness and leisure programmes.

2.31 AGE WELL CAMPAIGN UNIT (1986) The Age Well Ideas Pack. London: Age Concern England and Health Education Council. (Available from Age Concern England.)

Twenty-eight ideas sheets detailing practical health and general education projects.

2.32 BERNARD, Miriam (1984) Leisure and Later Life: Examples of Community-based Initiatives. Stoke-on-Trent: Beth Johnson Foundation.

Reviews theories of roles and activity; can leisure replace work?; disengagement. Education, leisure and health are significant trilogy of interrelated factors. A holistic approach to how people live. Outlines practical developments, especially provision at leisure centres.

2.33 BERNARD, Miriam (1985) Health Education and Activities for Older People: A Review of Current Practice. Working Papers on the Health of Older People. London and Stoke-on-Trent: Health Education Council in association with Department of Adult Education, Keele University.

Suggests that the growth of active leisure for older people provides a forum for health education. Discusses the conceptual issues; presents studies of a range of programmes; analyses support, resources and evaluation. Advocates a social model for health education.

2.34 LILLIMAN, Lewis J. (1986) Fitness in Retirement: A Comprehensive Course of Exercise and Fun Movements. (Available from the author, 194 Roding Road, Loughton, Essex, £4.30.)

Movements and exercises designed for fun and fitness for all older people - mobile or disabled. Suitable for individuals and groups, working indoors with a minimum of equipment.

2.35 LONG, Jonathon and WIMBUSH, Erica (see 1.29).

2.36 MACHEATH, Jean (1984) Activity, Health and Fitness in Old Age. London: Croom Helm.

Examines aspects of fitness in relation to ageing. Also analyses attitudes of professionals to the elderly with regard to health education.

2.37 MEADE, Kathy (1986) Challenging the Myths. London: Age Well Campaign Unit, Age Concern England.

Considers the effectiveness of pensioners' health courses and concludes that pensioners' participation is an important aspect of their impact. These courses successfully challenged the traditional pattern of talks.

2.38 New Age: Fitness and Exercise (1985), 29, Spring, 10-18.

Includes FENTEM, Peter, on fitness and exercise, emphasising the importance of exercise; KENNEDY, Pat, on how to motivate the unwilling, countering excuses and getting sessions going; COPPLE, Penny, on EXTEND, an organisation for training trainers; GOODWIN, Steve, on boredom, emphasising that recreation is not a luxury but a basic human right.

2.39 PENSIONERS LINK HEALTH EDUCATION PROJECT (1987) Help Yourself to Health: Health Courses for Older People: A 'How To' Guide. (Available from Age Well Campaign, Age Concern England, £6.00, or £2.00 to pensioners' groups.)

Booklet and ideas sheets to guide anyone interested in developing health promotion courses for/with older people.

2.40 PHILLIPSON, Chris and STRANG, Patricia (1986) Training and Education for an Ageing Society: New Perspectives for the Health and Social Services. Working Papers on the Health of Old People. London and Stoke-on-Trent: Health Education Council in association with Department of Adult and Continuing Education, Keele University.

Research report and analysis concerned with training/education of workers with elderly people. Notes lack of systematic or adequate training. Courses should promote preventative work and professional attitudes that give knowledge and control to older people. Includes annotated bibliography of health education and older people.

3. EDUCATIONAL PROVISION

This section reports on what is actually happening in the field of education for, by and with older adults. It demonstrates the wide variety of initiatives launched and supported by different kinds of providers. It includes a number of detailed studies of projects, past and present. Unfortunately, many providers, usually because of lack of time and resources, do not monitor programmes so the potential of this source of useful information is not realised. There are also works that concentrate of how specific kinds of work are implemented, including suggestions and guidelines for would-be providers. The FREE Directory of Educational Initiatives (see 3.19) gives details of some 350 programmes currently operating in the UK.

3.1 AGE CONCERN SCOTLAND (1985) Educational Opportunities for Older People: The Report of the Development Advisory Group (DARG). Edinburgh: Age Concern Scotland.

Report of unique project involving six facilitators and one co-ordinator working throughout Scotland to promote new initiatives in co-operation with a variety of other bodies. Conclusions and recommendations are relevant for much wider constituency.

3.2 AGE CONCERN SCOTLAND and SCOTTISH ADULT BASIC EDUCATION UNIT (1984) Young and Old Together. (Conference Report.) Edinburgh: Age Concern Scotland and Scottish Adult Basic Education Unit.

The report of a national conference describing intergenerational projects in a variety of settings.

3.3 AGE CONCERN SCOTLAND (1984) The Training Needs of Workers in the Education of Older People. Strathclyde Advisory Committee, Development Advisory Resources Group. (Report of a seminar held on 30 May 1984.) Edinburgh: Age Concern Scotland.

Acknowledges a wide variety of needs and wants and suggests provision should be flexible, encouraging and guiding. Describes 'elderly' option at training college. Advocates in-service training for community workers. Use of volunteers, trained and supported.

3.4 ARMSTRONG, June, MIDWINTER, Eric, and WYNNE-HARLEY, Deirdre (1987) Retired Leisure: Four Ventures in Post-work Activity. (Centre for Policy on Ageing Report No. 9.) London: Centre for Policy on Ageing.

Leisure must be seen as a right and allied with other policy areas. Provision should be 'built in' to housing, schools, factories and hospitals. The new style of leisure has elderly people as creators and resources. Authors comment on relevant theories and reality, present and future. General evidence supported by four case studies: U3A; residential homes; local radio; the Niccol (Arts) Centre. (See also 3.79 and 4.11.)

3.5 ASPELL, S. (1976) 'Why Art Education for the Elderly Blind?', Educational Gerontology, 4, 1, October/December, 373-8.

Details losses suffered by newly-blind and claims that art therapy can lead to realistic self-assessment of the new situation. Self expression is related to self image and because art can develop individuality, originality, flexibility and sensitivity it helps to solve many practical and emotional problems.

3.6 BORNAT, Joanna and COOPER, Maureen (1986/7) ILEA Education Resource Unit for Older People. Generations, the Bulletin of the British Society of Gerontology, 4, Winter.

A progress report on this unique unit and the developing perceptions of its workers about need, provision and images.

3.7 BURROW, Mary (1985) 'Elderhostels - for People on the Move in Mind and Body', Adult Education, 57, 4, 356-8.

Clear concise and personal account of history and structure and the functioning of an American scheme offering on-campus holiday courses to retired people.

3.8 CASLING, Mary (see 2.11).

3.9 COVEY, Herbert C. (1982) 'Preliminary Findings on Designing Higher Education Programs for Older People', Educational Gerontology, 8, 5, September/October, 463-73.

Looks at literature and questions older students on how programs should be designed to meet their needs; examines segregation versus integration (majority prefer mixed age classes); formal versus informal (evenly divided); special versus 'regular' subjects (wide range of interests need to be covered).

3.10 COX, C. (1979) 'Pilot Study: Using the Elderly as Community Health Educators', International Journal of Health Education, 22, 1, 49-53.

Follows eight elderly recruits through training and presentation of health courses to their peers. Evaluation of both activities showed positive benefits.

3.11 CROSBY, Ian and TRAYNOR, Jim (1985) In Our Case: A Handbook of Workshop Activities for Those Caring for Older People. (Training Workshop Series.) London: Help the Aged Education Department.

Comprehensively do-it-yourself course guide aimed at enlightening professional carers. Provides ideas for innovative activities. Looks at prejudices and problems surrounding the care of frail elderly.

3.12 DAVIES, Ian (1984) 'Gentle Art for the Elderly', Adult Education, 56, 4, March, 344-7.

Carers need training to change deeply entrenched attitudes into an enlightened and sensitive approach to educational ventures. An exposition of a trial-and-error group project.

3.13 DOUGALL, Robert and the YEARS AHEAD TEAM (Eds.) (1984) Years Ahead. London: Ward Lock.

Information on preparation for retirement, money, health, hobbies, voluntary work, educational activities, personal relationships. Details where to find out more.

3.14 Educational Gerontology (1979) Special Issue of Reading, 4, 3, July/September.

3.15 Educational Gerontology (1982) Special Issue on Creativity, Art, Music and Dance, 8, 2, March/April.

3.16 ERSKINE, A. and PHILLIPSON, C. (1980) 'Self-help education and older people' in: GLENDINNING, Frank (see 3.49).

Background to why self help may be a good educational practice for elderly people. Includes political and health education. Recommends monitoring media for ageism.

3.17 FALSHAW, Maggie (1985) Self Help Learning Groups: A Practical Guide for Organisers. Cambridge: National Extension College.

Includes suggestions on publicity, running groups, meetings, funding, support for groups, training of leaders, training and evaluation. Uses case studies to illuminate suggestions and advice.

3.18 FERNAU, C. (1982/3) 'Preparing the Time after Retirement', Labour Education, 53.

Trade unions should train retirees to pass on experience to help others prepare for retirement. They should be involved in developing positive retirement activities.

3.19 FORUM ON THE RIGHTS OF ELDERLY PEOPLE TO EDUCATION (FREE) (1986) A Directory of Educational Initiatives Involving Older Adults (edition 1). (Parts 1 and 2 updated January 1987.) Mitcham: Age Concern and FREE.

A directory of educational activities designed for older adults in the UK. A5 looseleaf format for easy updating on an annual basis. Contains some 300 entries arranged by statutory and voluntary provision. Also includes alphabetic-geographic index of projects.

3.20 GRAY, R. (1980) 'How do you Teach the Elders?' in: GLENDENNING, Frank (see 3.49).

Learning that draws on one's own experience attracts the elderly. They prefer practical pursuits with visible end products but are not interested in exams. Discussion, presentation and style should be non-competitive but challenging.

3.21 HANDY, Charles (1983) Taking Stock - Being Fifty in the Eighties. London: British Broadcasting Corporation.

The reader is challenged to confront changes, possible and real, in their lives and society. They are guided through self-assessment and analysis of their social networks towards a positive perspective of their personal futures. Includes discussion of education and voluntarism from the individual's and society's/employer's/union's points of view.

3.22 HELP THE AGED EDUCATION DEPARTMENT (1984) The Time of Your Life - The Handbook for Retirement (fourth edition). London: Help the Aged.

A compendium of information and advice on pensions, housing, hobbies, learning and holidays.

3.23 HIBBERT, Paul and RALPH, Omar (1986) Educational Provision for the Ethnic Minority Elderly in the London Borough of Haringey. London: Haringey Community Relations Council. (Available from Haringey Community Relations Council, 14 Turnpike Lane, London N8 0PT.)

Although the focus of this report is local, the rarity of the initiative makes it valuable. It presents views of ethnic minority elders about their needs and exposes inadequate provision and lack of channels for discussion. The authors argue that LEA policy is needed to develop provision for all over-60s.

3.24 HUTCHINSON, Enid (1970) Learning and Leisure in Middle and Later Life. London: Pre-retirement Association in Association with NIAE and National Old People's Welfare Council.

Based on 1967/69 NIAE survey of the adequacy of adult education provision in England and Wales. Looks at 45-54 year olds/55-64 and 65+. Many reject what is on offer because of stunted early provision. Covers: enrolment (who joins); leisure time; clubs; education; employment. Advises: more flexibility; experimentation; more facilities; and specially-designated staff.

3.25 INNER LONDON EDUCATION AUTHORITY/AGE CONCERN GREATER LONDON (1983) Joint Report. London: ILEA and Age Concern Greater London.

Report of a two year project looking at provision and gaps. Recommends closer liaison between organisations and more shared resources; more flexible definition of education in practice; better use of places where old people are; and more education about ageing for educators.

3.26 JONES, Jean Ellen (1980) 'On Teaching Art to the Elderly: Research and Practice', Educational Gerontology, 5, 1, January/March, 17-31.

Reviews various works on known difficulties in the teaching of old people, and suggests suitable strategies.

3.27 KIRKLAND, Hilary (Ed.) (1985) Educational Opportunities for Older People - A Training Resource Pack. Edinburgh: Lothian Regional Council. (Available from the Department of Education, Community Education Service, 40 Torphichen Street, Edinburgh, EH3 8JJ.)

Aimed at community workers, volunteers and professionals. Assumes no prior knowledge and guides the reader accordingly through case studies involving older people in a range of activities, pinpointing problems and suggesting solutions.

3.28 KIRKLAND, Hilary, PILLEY, Christoper and REES, Joan (Eds.) (1985) Older People: Developing Opportunities. (Community Education in Action Series.) Edinburgh: Scottish Community Education Council.

Catalogue of studies of thirteen varied programmes involving older people in Scotland.

3.29 KNOWLTON, M.P. (1977) 'Liberal Arts: The Elderhostel Plan for Survival', Educational Gerontology, 2, 1, 87-93.

Describes Elderhostel's origins and progress after two years of operation. Average age of participants found to be 70 years, and three quarters were female. Gives educational and work background. Assesses why they came and what they got out of it.

3.30 LEVETE, Gina (1987) The Creative Tree. Salisbury: Michael Russell (Publishing). (Available from Michael Russell (Publishing), The Chantry, Salisbury, Wiltshire SP2 0JU, price £7.95).

Drawing on her wide experience, the author outlines steps to setting up creative, participatory activities for disadvantaged people. Includes setting up hospital arts centre, fund raising and training. Plus 100 page international directory of ideas, addresses and analyses of 1000 projects.

3.31 LIDDINGTON, Jill (1986) One Adult in Four: Who Cares? Education and Older Adults, in TAYLOR, Richard and WARD, Kevin (Eds.) Adult Education for the Missing Millions. London: Croom Helm.

Details the development of 'pioneer work' in Bradford with groups of pensioners. Local history and classes for eastern European elders attract new students. The relation of life histories to provision is considered.

3.32 MILLS, Saskia (1984) Getting in Touch: An Examination of the Ways and Means by which Adult Educators can Establish Contact with the Community. Scunthorpe: Divisional Adult Education Office.

The conference report includes a keynote address by Eric Midwinter and reports of experience in six communities, with emphasis on how to attract and involve older people.

3.33 NORTON, Dianne (1984) Leisure and Elderly People in Lewisham (unpublished). London: Centre for Policy on Ageing.

An in-house report on various aspects of leisure activity in one London Borough. Looks at age, social structure and history, leisure policy development, clubs, classes and programmes. Traditional provision attracts the people who have always attended. The most hopeful new developments are where pensioners are given the chance to say how they want to use existing facilities.

3.34 NORTON, Dianne (1983) Third Age Education: Community Responses. (Community Education in Action Series.) Coventry: Community Education Development Centre.

Case studies of imaginative schemes in various settings. Brief look at principles, problems and possibilities.

3.35 NUSBERG, Charlotte (1982) 'Educational Opportunities for the Elderly in Industrialized Countries Outside the US', Educational Gerontology, 8, 4, July/August, 395-409.

Examines the factors responsible for the increase in educational opportunities, and looks at the evidence of expansion. Studies the goals as perceived in France and Britain at the Unesco conference (1981): (1) Content is less important than increase of confidence and self-reliance; (2) Breakdown of isolation; (3) Learn to cope with a changing world; (4) Fulfil aspirations (cites study circles, folk high schools, U3As and Open University).

3.36 PERCY, Keith, and ADAMS, J. (Eds.) (1977) Education and the Elderly. Lancaster: Institute for Research and Development in Post-compulsory Education, University of Keele.

Still relevant. Contains: PERCY, Keith, on education and the elderly in Lancaster (a local investigation). Creative situations should use wisdom and skills and retain a sense of social worth. Links must be developed with education and other services. See also WALKER, Ian (see 3.64) and TYLER, William (see 1.45).

3.37 SCOTTISH ADULT BASIC EDUCATION UNIT (1982) Education for Older People: A National Policy Framework. Report of a National Conference. Edinburgh: Age Concern Scotland and Scottish Institute of Adult Education.

Includes speech and discussion by Eric Midwinter; discussions on the elderly and the media; the roles of employers, trade unions, informal and formal education, health and social work services; local educational authorities and voluntary organisations. Comments on government response.

3.38 SHEA, Peter, and TIDMARSH, Mannes (1981) 'An Anglo-French Summer School for Elders', Adult Education, 53, 6, March, 367-72.

Details a course for French and English third-agers held in London and Keele. It was observed that much important discussion of life in retirement took place thus supporting the segregation idea.

3.39 WALD, Judith (1986) 'Art Therapy for Patients with Dementing Illness', Clinical Gerontologist, 4, 3, February, 29-40.

Art as therapy for those with dementing illnesses is a useful tool but also demonstrates benefits such as preservation of dignity and functions.

3.40 WALKER, Ian, HEATH, M., and TYLER, William (1980) Adult Teaching Methods: Does Age Really Matter?, 3, 2. (Teaching Adults Series.)

Basic and practical guide for would-be providers of education for elderly people.

3.41 WARREN, Bernie (Ed.) (1984) Using the Creative Arts in Therapy: The Power of the Arts Experience to Expand Human Horizons. London: Croom Helm.

Looks at therapy based on the relationship between culture, artistic activity and social development. A practical nuts-and-bolts guide to art, exercise, dance, music, drama, uses of folklore, as well as interesting comments on creativity, the therapeutic setting, self perceptions and development.

3.42 WEISBERG, Nadia and WILDER, Rosilyn (Eds.) (1985) Creative Arts with Older People: A Source Book. New York: Human Sciences Press.

Personal and analytic accounts by 27 artists and therapists of their work with older adults in various settings, using drama, music, art, dance, poetry and prose.

3.43 WITHNALL, Alexandra (1982) 'Never Too Late to Learn', New Age, Spring, 24-8.

Summary of NIACE review of research, with relevant statistics and examples.

3.44 WITHNALL, Alexandra (1987) 'The Christian Church and Older Adults: Research and Practice', Journal of Educational Gerontology, 2, 1, April, 31-40.

A distillation of the author's recent book by the same title (published by NIACE, 1986). Proposes that the church will have an increased role in helping adults to explore their faith using learning methods.

3.45 YARON, Kalman (1986) 'Higher Learning for Middle-aged and Older Adults in Israel', Journal of Educational Gerontology, 1, 2, October.

A report on a university programme for older people in Israel. Although academic in nature, courses also aim to teach skills needed for fulfilled retirement. 300 older students do as well as younger colleagues.

Outreach Provision

Outreach education takes place anywhere that is not a traditional educational setting. Where older people are concerned, this usually means day-centres, clubs and residential settings. As with 'General Provision', little work is done to monitor outreach education. In fact, a lot goes on without being noted anywhere, usually involving tutors giving classes to older people where they gather. On the whole, the projects mentioned here are the more imaginative ones, that is, those seeking to reach out to people who would not normally be involved.

3.46 CROSBY, Ian and TRAYNOR, Jim (see 3.11).

3.47 DAVIES, Ian (see 3.12).

3.48 DENHAM, Michael J. (1986) 'Education and the Continuing Care Patient', Journal of Educational Gerontology, 1, 2, October.

Education in continuing care wards improves quality of life and inhibits institutionalisation. Examples given of arts, crafts, music and literary activities. Enthusiastic commitment of staff and tutors is essential, as are separate and adequate facilities. A case study shows how it can be done. Proof of the value of this work is subjective and more research is needed.

3.49 GLENDENNING, Frank (Ed.) (1980) Outreach Education and the Elderly: Theory and Practice. Stoke-on-Trent: Beth Johnson Foundation and Adult Education, Keele University.

Papers from seminars in 1979 and 1980 - testimonies to the fact that education stimulates, satisfies, enriches, gives a sense of achievement, knowledge and aids problem-solving. Outreach defined as outside the traditional institutional framework. Includes: case studies - Leicester (WALKER, Ian); Newton-Le-Willows (MULFORD, Jean); experiences of WEA tutors in London hospitals and homes (CONDON, Judith); Hertfordshire (MICHAELS, Ruth); day centres and residential homes - the need to change aims to enrich lives (WYLD, Cynthia).

3.50 GLENDENNING, Frank (Ed.) (1977) The Quality of Life of the Elderly in Residential Homes and Hospitals (out of print). Stoke-on-Trent: Beth Johnson Foundation in association with Department of Adult Education, University of Keele.

A summary of groups' discussions at 1977 seminar. Participants, mostly medical and caring staff, while appreciating the need for stimulating activities, agreed that everyday practical problems impose severe limitations on what they can do. However, enough suggestions are made to offer possible solutions. Includes JONES, Sidney (see 3.54) and WALKER, Ian (see 3.65).

3.51 JONES, Sidney (1976) 'The Educational Experience in Homes and Hospitals' in: GLENDENNING, Frank (see 3.49).

Case studies showing re-awakening interests in self and the world, demonstrating physical, social and communication effects of participation.

3.52 JONES, Sidney (1983) 'Education and Life in the Continuing-care Ward' in: DENHAM, M.J. (Ed.), Care of the Long-stay Elderly Patient. London: Croom Helm.

Analytical case studies. Teaching poetry writing develops human capacity and illuminates the nature of experience in a geriatric ward. Explores teaching in a hospital context and the need for knowledge and commitment. Outlines the psychological effects of lack of stimulation. Suggests ways to change and social and psychological effect on staff and patients.

3.53 JONES, Sidney (see 2.18).

3.54 JONES, Sidney (1977) 'Teaching the Elderly: Seven Points' in: GLENDENNING, Frank (Ed.) (see 3.50).

Seven point practical plan of action: (1) consultation of all concerned; (2) contact providers; (3) basic requirements - space, time, etc; (4) choice of subject; (5) methods; (6) standards and seriousness; (7) further reading.

3.55 LIDDINGTON, Jill (see 3.31).

3.56 MORRIS, Mervyn (1986) 'Music and Movement for the Elderly', Nursing Times, 82, 8, 19 February, 44-5.

Using EXTEND course methods, activities improved participants' morale and outlook on ageing. A sense of belonging, helping others and sharing difficulties are cited as reasons.

3.57 NEWMAN, Carole (1987) Home Tutor Scheme: Round-up of 1985-6 London Home Tutor Scheme. London: Home Tutor Scheme. (Available from Addison Centre, Addison Gardens, London W4 0DT.)

A comprehensive report of the setting-up and first year of this unique scheme. Details of how homebound pensioners are assessed and matched with tutors and volunteers for activities of their choice.

3.58 POULDEN, Sylvia (1976) 'Art for the Elderly in Hospitals and Residential Care' in: GLENDENNING, Frank (see 3.49).

Art facilities in hospitals should be as good as those in adult education centres. Tutors should be specially trained and work should develop according to the wishes of elderly people.

3.59 POULDEN, Sylvia (1983) 'Art Education' in: DENHAM, M.J. (Ed.), Care of the Long-stay Elderly Patient. London: Croom Helm.

Successful work needs suitable room, can awaken interest and improve concentration. Reports on 1970-75 project involving ten hospitals in London. Gives pointers for staff and advice on design and organisation of courses. Monitors opinions of education.

3.60 POULDEN, Sylvia (1975) 'You're Never Too Old to Learn', Contact (ILEA), 21.

Records the development of art courses in London hospitals.

3.61 SIMES, Michael, ANDERSON, Bill, BOWEN, Judith and STEEL, Ros (1981) Do Books Still Matter?: Library and Information Needs of the Elderly in Community Day Centres. (Available from Public Libraries Management Research Unit, School of Librarianship, Leeds Polytechnic.)

Project report (1979/80) aimed at those interested in developing library services for elderly people. Statistics and interviews of elderly people at three day centres. Greater opportunities are needed for social participation and use of skills.

3.62 STAVISH, Sheila (1986) 'Opening Creative Doors for the Housebound', Aging, 354, 2-5

This USA programme teams artists with individual elderly patients on tailor-made projects.

3.63 STREET, P. (1982) 'Luncheon Clubs for the Elderly', Adult Gerontology, 54, 4, March.

Luncheon clubs as venues for adult education. Reports study and subsequent scheme in Walsall.

3.64 WALKER, Ian (1977), in: PERCY, K. and ADAMS, J. (Eds.) (see 3.36).

Indicates official attitude towards residential homes. Recommends maintaining individual independence, links with the community, participation and self-help. Looks at staff problems and lack of contact with other agencies.

3.65 WALKER, Ian (1977) 'Stimulation, Activity and Involvement in Residential Homes' in GLENDENNING, Frank (see 3.49).

Report of a rare research project on stimulation, activity and the involvement of Adult/Community Education service. Research reviewed the 'philosophy' and official guidelines for running homes; conducted survey of all (69) homes (statutory, voluntary and private) in Leicestershire and found very little activity; visited selected homes where staff indicated their desire to do more but were restricted by lack of resources. Recommends co-operation between home staff and outside providers, including educators, volunteers, library services and other community resources.

The Media

This section also deals with outreach education, perhaps the outreach of the future, although the use of new technology for our purposes is in its very early days. Consequently, there is a mixture of material presented here. Some deals directly with experiments in using the media and other technological resources in educational projects. Other pieces are about using resources to provide information for older people, which is, after all, education. Also included here are two works that look at the image of older people as seen on TV.

3.66 BORNAT, Joanna (1982) 'Senior Service': An Experiment in Broadcasting on Local Radio for Older Listeners. London: Help the Aged Education Department.

Report of monitored BBC radio programme, 'Senior Service' in 1979. Involved collaboration of professionals and voluntary bodies. Includes recommendations for future development.

3.67 CAMBRIDGE UNIVERSITY OF THE THIRD AGE RESEARCH GROUP (1984) The Image of the Elderly on TV. (Research Report No. 1.) Cambridge: U3A Cambridge, 8a Castle Street, Cambridge.

Results of monitoring all TV programmes over two weeks examining images of elderly people.

3.68 DAVIS, Richard and DAVIS, James (1985) TV's Image of the Elderly: A Practical Guide for Change. Lexington, Massachusetts: Lexington Books, Gower Publishing Co.

Comprehensive guide to TV in the USA as relevant to older people. It surveys ageing society in the USA and looks at the older audience. Details how the media is structured and can be used for various purposes, including promoting causes for older people.

3.69 GLASS, J. Conrad and SMITH, Judith (1985) 'Television as an Educational and Outreach Medium for Older Adults', Educational Gerontology, 11, 4-6, 247-60.

If television is to be used for education and outreach, the audience must be understood. Reviews research in the USA on TV watching and its function. Programme-makers must consider the diversity of older people, watching patterns and the appeal of different formats.

3.70 GROOMBRIDGE, Brian (1976) 'Education Outreach and the Media' in GLENDENNING, Frank (see 3.49).

Outreach is a strategy to involve those who don't necessarily know what they want. It involves tapping educational resources to benefit those who don't want 'big E' education. Educational effectiveness of broadcasting could be enhanced by collaboration with other agencies. Examples given.

3.71 GROOMBRIDGE, Brian (see 1.18).

3.72 HOOT, James L. and HAYSLIP, Bert (1983) 'Microcomputers and the Elderly: New Directions for Self-sufficiency and Life-long Learning', Educational Gerontology, 9, 5, September/December, 493-501.

Stresses the advantages of elderly people using computers at home. Can lead to employment, involvement in local school activities and improvement of self-image.

3.73 HOWIE, Mary (1983) 'British Journal of Social Work, 13, 3, June, 287-319.

Brief outline of bibliotherapy (a programme of activity based on the interactive processes of media and the people who experience it), and how it taps a person's capacity to experience joy. Reviews literature and experience. Case study of Wednesday group. Using literature to increase participation affords psychological distance, facilitates projection and identification and coping with feelings. Leads to reminiscence and life review.

3.74 HUMPHRIES, Stephen (1984) The Handbook of Oral History: Recording Life Stories. (The Inter-action Creative Community Project Series.) London: Inter-action Imprint.

Emphasises that history must come from the client's point of view. A guide to equipment and interviewing. Suggestions for working with families and schools as part of literacy project. Includes advice on how to present and publish, get on air, edit, illustrate and more.

3.75 MIDWINTER, Eric (Ed.) (1985) Pickwick and the University of the Third Age (special report, unpublished). London: Centre for Policy on Ageing.

The introduction explains the use of television, text and work papers by U3A groups studying the Pickwick Paper. Plus comments by participants.

3.76 TROUP, Gill (see 1.45).

3.77 WEISMAN, Shulamith (1983) 'Computer Games for the Frail Elderly', The Gerontologist, 23, 4, August, 361-4.

Computer games provide stimulus, challenges, exercises in hand/eye co-ordination, and enhance self-esteem by mastering new material. Games were modified by volunteer amateurs. They encourage concentration and focus attention.

3.78 WILLCOCKS, John (1985) Broadcasting and the Educational Needs of the Elderly: The Report of Research Carried Out on Channel 4's 'Years Ahead'. London: Independent Broadcasting Authority.

A wide-ranging study that goes far beyond the analysis of the 'Years Ahead' television series and its audience. Examines theories of need and ways of providing for these; and of ageing. 'Years Ahead' is commended for breaking new ground and for its good intentions despite admitted mistakes. Various attempts at feed-back are reported.

3.79 WYNNE-HARLEY, Deirdre (1987) 'Third Age Radio: A Consideration of the Feasibility of Local Broadcasting by and for Retired People' in: ARMSTRONG, June (see 3.4).

The report of a study into the feasibility of a close order radio network (ACORN) for older users. Examines the history and legislation. Presents a profile of possible users and the pros and cons of various possible systems. Brief notes on two possible projects.

Reminiscence

Increasingly the view that it's morbid or unhealthy for older people to concentrate on the past is giving way to a realisation of the positive benefits of reminiscence. For frail, elderly people it has a therapeutic value, and for more active older people it can serve as an introduction to learning activities, and enhance the individuals' image of themselves and their role in history and the community. Many reminiscence projects extend themselves into the preparation of exhibitions, taping of memoirs and writing of biographical pieces.

3.80 AGE CONCERN SCOTLAND AND SCOTTISH ADULT BASIC EDUCATION UNIT (see 3.2).

3.81 AGGOR, R.A. and AKWAYENA, C. (1985) 'Young People Carry Out Ghana Project to Collect Traditional Wisdom of the Elders', in: GAYFER, Margaret (see 1.13).

An attempt to reassert the traditional educational role of the elders which has diminished under formal education and modern technology. Information was gathered on rites and customs in specific areas of life. Material gathered to be used in literacy drive.

3.82 BORNAT, Joanna (1985) 'Reminiscence: The State of the Art and Taking the Initiative', New Age, 30, 14-18.

Describes recent developments in reminiscence including effects of Help the Aged's 'Recall' programme. Includes case studies of local initiatives which are useful as examples.

3.83 BUTLER, Sydney J. (1985) 'Writing for Posterity', Adult Education, 58(3), December, 234-40.

Report of Canadian project starting with reminiscence work and resulting in publication and growth of confidence.

3.84 COLEMAN, Peter (1986) Aging and Reminiscence Processes: Social and Clinical Implications. Chichester: John Wiley.

Advocates reminiscence as a useful tool in the study of ageing and adjustment. Describes in detail, with cases and quotes, a study in a sheltered housing scheme (London in the 1970s). Includes participants' attitudes to reminiscence and assesses therapeutic implications.

3.85 COLEMAN, Peter (1986) 'Issues of the Therapeutic Reminiscence with Elderly People' in: HANLEY, Ian and GILHOOLEY, Mary (Eds.) Psychological Therapies for the Elderly. London: Croom Helm.

Reviews literature on reminiscence as a therapy and reports dramatic changes in attitude to reminiscence, from negative to positive, by gerontologists. As therapy, it has many uses but users must be sensitive to varying reactions in individual participants.

3.86 HELP THE AGED (1981). 'Recall': Part I - Childhood and the Great War: Part II - Youth and Living Through the Thirties: Part III - The Second World War and A Different World. London: Help the Aged. (Available from Help the Aged, St. James's Walk, London EC1R 0BE, £18.00 per pack.)

Three packs each consisting of forty slides and one audio cassette. Originally designed for therapeutic work with elderly frail people but now used with much more varied audience for a variety of purposes and results.

3.87 HOWIE, Mary (see 3.73).

3.88 HUMPHRIES, Stephen (see 3.74).

3.89 JONES, Glenys (1984) 'The Use of "Recall" to Reinforce the Here and Now', New Age, Spring, 12-13.

Outlines how Help the Aged's 'Recall' tape-slide pack is used with elderly mentally infirm hospital patients. 'Recall' is published by Help the Aged Education Department (see 3.86).

3.90 KIRKLAND, Hilary (Ed.) (1984) Reminiscence Work with Older People in Scotland. Proceedings of 'Exploring Living Memory' conference (1983). Edinburgh: Age Concern Scotland, University of Edinburgh.

Conference report and practical guide to setting up various reminiscence projects including how to prepare interviewers to take oral evidence and the need for back-up research.

3.91 NORRIS, Andrew (1986) Reminiscences with Elderly People. London: Winslow Press.

Concise but comprehensive guide to why and how to conduct reminiscence including suggestions beyond group work.

3.92 SCHWEITZER, Pám (Ed.) (1986) Many Happy Retirements. London: Age Exchange. (Available from Age Exchange, 15 Camden Row, London SE3 0AG, £4.95.)

Personal statements, dramatisations and thought-provoking questions for discussion lead the reader through the less-discussed aspects of retirement; emotional and social impact; education and attitudes.

Libraries

Libraries are, thankfully, becoming more aware of the possibilities for involvement in learning opportunities for older people. Most could do much more as they already have an atmosphere redolent in learning and service but not necessarily connected with schooling. Several studies included here look carefully at the needs of older people. Mention is made of outreach work by libraries.

3.93 DEE, Marianne (1984) 'Bringing to Book - A Service for Those Who Enjoy Reading in their Later Years', Municipal Journal, 92, 41.

Pinpoints ways in which libraries are and could be innovating to the benefit of older poeple. Suggests that libraries should encourage and support U3A groups; provide more resources for unemployed and ethnic minorities; expand outreach provision; use bibliotherapy. Services should also support community care policies.

3.94 DEE, Marianne and BOWEN, Judith (1986) Library Services for Older People. (Library and Information Report 37.) London: The British Library.

Report of a survey which assessed the needs of older people and the degree of collaboration between departments and agencies. Information transmission is not seen as a priority. Verbal information is most effective. Through collaboration with other agencies (e.g. U3A) libraries could provide a greater range of activities.

3.95 HEEKS, Peggy and KEMPSON, Elaine (Eds.) (1983) Meeting the Needs of Elderly People: The Library's Role. Winchester: Public Libraries Research Group.

Includes preliminary report of British Library funded research on current provision for elderly people. Comments on the impact of social policy on services. Examples of provision in Canada, USA and Sweden. Report of lessons learnt from Hertfordshire case study.

3.96 KEMPSON, Elaine (1984) Promoting the Interests of the Elderly: A Case Study in Hertfordshire. Hertford: Hertfordshire Library Service.

Outlines and advocates co-operation between library and social services. Suggests that staff from both need training and new attitudes to improve motivation.

3.97 NORMAN, Alison (Ed.) (1985) Meeting the Needs of Older People from Ethnic Minorities - Learning from Local Authority Initiatives. The Report of a Conference Based on NORMAN, Alison (1985) Triple Jeopardy: Growing Old in a Second Homeland. London: Centre for Policy on Ageing.

Bhadra Patel and Gloria Lock outlined services offered by Wandsworth libraries to elderly people of ethnic minorities. Also discussion of problems facing expansion of services.

3.98 SIMES, Michael, ANDERSON, Bill, BOWEN, Judith and STEEL, Ros, (see 3.61).

3.99 WALKER, Ian (see 3.65).

Pre-Retirement Education

PRE relates to post-retirement education at many junctions. It is vital that those involved in the latter should impress on pre-retirement educators the importance of introducing their clients to the needs, delights and benefits of educational activities after retirement. This short selection seeks only to draw the reader's attention to recent important publications and includes reference to an annotated bibliography dealing specifically with PRE.

3.100 ALLAN, J., JAMES, A., PHILLIPSON, Chris (compilers) (1983) Preparation for Retirement: An Annotated Bibliography of Literature and Resource Materials, 1976-1982. Keele: Department of Adult Education, Keele University.

Guide to literature on retirement and pre-retirement. Aims to help providers design programmes. Information given on available resources.

3.101 COLEMAN, Allin (1982) Preparation for Retirement in England and Wales: A Research Report. Leicester: National Institute of Adult Education.

Examines the extent of current provision in the UK and looks in detail at the structure and content of a variety of courses. Offers directives for the future to governments, unions, voluntary bodies, the media and education providers. A wide range of resources must be mobilised to offer help, co-operation and support to retirees.

3.102 PHILLIPSON, Chris (1985) 'Pre-retirement Education: A Survey of Current Problems in Britain and the USA' in: GLENDENNING, Frank (see 1.17).

Defines and analyses PRE, and outlines present and future developments.

3.103 PHILLIPSON, Chris, and STRANG, P. (1983) The Impact of Pre-retirement Education: A Longitudinal Evaluation. Keele: Department of Adult Education, Keele University.

Takes an in-depth look at various pre-retirement courses as a basis for presenting a radical approach to PRE. Also gives historical perspective to PRE.

3.104 PRE-RETIREMENT ASSOCIATION (1986) The PRA Manual of Pre-retirement. London: Choice Publications.

A comprehensive guide to preparation for retirement intended for anyone responsible for the provision of pre-retirement education.

4. UNIVERSITY OF THE THIRD AGE

Information about U3A could have been included in the 'General' or 'Outreach' sections of this bibliography, but as it is a unique development, and the fastest growing style of activity for older people in the UK, it merits a separate listing.

From its launch in 1982, U3A has achieved over 130 local active U3As providing self-help educational activities for older adults. The range of activities, both at local and national level, has also grown dramatically. Most of the entries in this section are about U3As in this country. Two or three pieces are actually by U3As and there is mention of the early developments in France, from where the idea originally came, although the British self-help version is now quite different; and in Australia, where the UK model has been very successfully imported.

4.1 ASSOCIATION OF STUDENTS OF THE THIRD AGE (ASTA) OXON (1983) An Ageing Population: What the Elderly Need. A Research Report. Oxford: Association of Students of the Third Age. (Available from 117 Edgeway Road, Oxford OX3 0HF.)

Useful as a guide to a small research project. Examines educational and leisure time needs and interests of elderly people in two areas of Oxford.

4.2 BATTERSBY, David (1986) 'The Third Age Revolution on Australian Campuses: The Questions', Journal of Educational Gerontology, 1, 1, April, 8-16.

Brief history of U3As in different countries. Author poses the question: 'Do they pander to middle classes and alienate others?' There is a need for more research to investigate claims of benefits from U3A type activities.

4.3 BOURNE, Richard (1983/4) 'The Lessons of the National Seminar' in: Symposium on the University of the Third Age, Universities Quarterly, 38, 1, Winter, 27-36.

Draws on the experience of U3A groups to examine development of the concept in the UK. U3A will be a valuable new form of activity if it can draw on the capacities and experience of unemployed and retired older adults. It could be a highly significant institution in the future.

4.4 CAMBRIDGE UNIVERSITY OF THE THIRD AGE RESEARCH GROUP (see 3.67).

4.5 CONI, Nicholas (1983) 'University of the Third Age', Geriatric Medicine, 13, 3, March, 201-4.

Chronicles the origins of U3A in Cambridge.

4.6 HARVEY, Sheila (1984) Activities and Interests for Mature Students (AIMS): A Surrey Project in Association with the University of the Third Age in Britain (unpublished). (Available from the author, 50 Norman Crescent, Pinner, Middlesex.)

Historical, social and economic background to setting up U3A in Surrey. Reviews mental and physical aspects of ageing. Case study of the development of one extra-mural department supported scheme and its potential.

4.7 MIDWINTER, Eric (1983/4) 'Tutorial Co-operatives of the Elderly' in: Synposium on the University of the Third Age, Universities Quarterly, 38, 1, Winter, 9-15.

Explains how the educational history of this generation and the traditions of adult education provision combined to deter pensioners from attending classes. Describes how the organic, democratic local growth of U3A suits older adults.

4.8 MIDWINTER, Eric (Ed.) (1984) Mutual Aid Universities. London: Croom Helm.

The historical and philosophical development of Universities of the Third Age in Britain and Europe plus an international perspective. Case studies of four varying local groups. Includes LASLETT, Peter, 'The Education of the Elderly in Britain', based on hitherto unpublished seminal report. Also ALLMAN, Paula, 'Self-help Learning and its Relevance for Learning and Development in Later Life'. Further contributions from NORTON, Dianne; PHILIBERT, Michel; RADCLIFFE, David; RENNIE, John; and YOUNG, Michael.

4.9 MIDWINTER, Eric (see 3.75).

4.10 MIDWINTER, Eric (1987) 'Mutual Aid and the Education of Older People', Journal of Educational Gerontology, 2, 1, April, 11-19.

Historic precedents for Third Age-mutual aid activity include co-op movement, voluntarism, ancient Greece and utopian socialism. The lessons learned in the development of U3A are applicable and important to other ages and kinds of education.

4.11 MIDWINTER, Eric (1987) 'The University of the Third Age as a Leisure Provider' in: ARMSTRONG, June, MIDWINTER, Eric, and WYNNE-HARLEY, Deirdre (see 3.4).

Portrays the variety of U3A activity and benefits therefrom as well as the similarities of need and 'non-formal, easygoing' style that structure the U3A model.

4.12 MORRIS, Cathy (1984) 'Universities of the Third Age', Adult Education, 57, 2, September, 135-9.

First-hand view of developing U3A in Paris. Author suggests that U3As would do well to confine themselves to the French model.

4.13 NORTON, Dianne (1983/4) 'Developments and Testimonials' in: Symposium on the University of the Third Age, Universities Quarterly, 38, 1, Winter, 1983/84, 16-26.

Describes early influences on U3A development in the UK and the kinds of people, bodies (voluntary and statutory) involved. Includes testimonials of some participants to demonstrate the variety of reasons for participation.

4.14 RADCLIFFE, David (1985) 'Universities of the Third Age: An International Perspective', Convergence: International Journal of Adult Education (Special Report on Education and Older Adults), 18, 1-2, 67-75.

Outlines the start and development of U3As in France and throughout the world. Notes differences in forms in various countries. This article summarises RADCLIFFE'S chapter in MIDWINTER, Eric (see 4.8)

4.15 REEVES, J. (1980) The Universities of the Third Age: An Experience in Educational Provision for the Retired and Elderly. London: Hendon College. (Available from FREE, Bernard Sunley House, 60 Pitcairn Road, Mitcham, Surrey CR4 3LL.)

French universities are required by law to support lifelong learning and are provided with some finance through industry. First U3A in Toulouse in 1973 had charter for access; revitalization by physical and mental activity; promotion of advocacy; research. Author compares U3A Lyon and Grenoble in 1980. Lyon is extra-mural, providing resources as requested. Grenoble third-agers want separate provision not the planned inter-age centre. Details given of these two U3As and consideration given to the future and its problems.

4.16 UNIVERSITY OF THE THIRD AGE (1986) U3A DIY: A Manual for Those Considering Launching a University of the Third Age or Similar Project (second edition). London: U3A National Committee.

A pack in three parts: 'What' - history and development of U3A; 'How' - practical steps to starting a U3A; 'Where' - helpful resources.

4.17 Universities Quarterly (see 4.3, 4.7 and 4.13).

5. POLICY FOR EDUCATION

Education as a right for older people is a concept that emerged from 1981, with the beginnings of interest in expanding provision. It has not, perhaps, progressed as substantially as actual provision, but remains firmly in the minds of many practitioners. One important new development needs noting. The work of the Unit for the Development of Adult Continuing Education (UDACE) Older Adults Education Project will produce, by early 1988, a manual, based on extensive field work and designed to guide Local Education Authorities, in particular, in the development of policies on education and older adults.

The entries in this section represent analysis of current policy development as well as personal views and more formal declarations of ideals.

5.1 ARMSTRONG, June (see 3.4).

5.2 BORNAT, Joanna, PHILLIPSON, Chris and WARD, Sue (1985) A Manifesto for Old Age. London: Pluto Press.

Aims to provoke discussion and stimulate action. Explains how current attitudes, income and social policies affect pensioners. Suggests programmes of reform. Advocates statutory basis for universal provision of education. More money for adult education, support for self-help groups and more.

5.3 FORUM ON THE RIGHTS OF ELDERLY PEOPLE TO EDUCATION (FREE) (1983), Manifesto, December.

A manifesto prepared to draw attention to the benefits of a widespread programme of educational opportunities for older people and suggested steps needed to achieve such a programme.

5.4 GLENDENNING, Frank (see 1.14, 1.15, 1.16, 1.17).

5.5 LASLETT, Peter (1980) 'Educating our Elders', New Society, 51, 910, 13 March, 560-61.

Sets out five rights of the elderly to education: (1) A fair share of the budget; (2) Education isn't just for youth; (3) Access to all institutions; (4) National Distance Teaching; (5) The cultural recognition of the elderly.

5.6 LASLETT, Peter (see 1.26).

5.7 MIDWINTER, Eric (see 1.31, 1.32, 4.8).

5.8 NORTON, Dianne (see 1.33).

5.9 SCOTTISH ADULT BASIC EDUCATION UNIT (see 3.37).

5.10 TAYLOR, Hedley (1986) 'The Preventive Services: Education and Leisure' in: NORTON, Alan, STOTEN, Bryan and TAYLOR, Hedley, Councils of Care: Planning a Local Government Strategy for Older People. London: Centre for Policy on Ageing.

Examples of good practice in targeting information to old people. Suggests areas where LEAs could improve provision. Stresses importance of adequate home circumstances in fulfilling leisure activities. Recommendations include utilization of old people's resources, statutory support of self-help and education about ageing in schools.

5.11 WALKER, Joanna (see 1.49).

5.12 WORLD ASSEMBLY ON AGING (1983) The Vienna International Plan of Action on Aging, 1982. New York: The Division for Economic and Social Information/DPI for The Centre for Social Development and Humanitarian Affairs/DIESA. (Available from UN Sales Section, New York, NY 10017, USA, or Age Concern England.)

The plan, signed by 124 governments, including Britain, puts forward recommendations on education. Section 74, nos 44-51 mentions access; education as a basic human right; the education of the general public about aging; the role of the media; and information.

USEFUL ADDRESSES

AGE CONCERN ENGLAND, Bernard Sunley House, 60 Pitcairn Road, Mitcham, Surrey CR4 3LL

AGE CONCERN GREATER LONDON, 54 Knatchbull Road, London SE5 9QY

AGE CONCERN SCOTLAND, 33 Castle Street, Edinburgh, Scotland, EH2 3DN

BETH JOHNSON FOUNDATION, Parkfield House, Princes Road, Hartshill, Stoke-on-Trent

CENTRE FOR POLICY ON AGEING, 25-31 Ironmonger Row, London EC1V 3QP

COUNCIL FOR EDUCATIONAL ADVANCE, Hamilton House, Mabledon Place, London WC1H 9BD

ECONOMIC AND SOCIAL RESEARCH COUNCIL, 1 Temple Avenue, London EC4Y 0BD

FORUM ON THE RIGHTS OF ELDERLY PEOPLE TO EDUCATION (FREE), Bernard Sunley House, 60 Pitcairn Road, Mitcham, Surrey CR4 3LL

HEALTH EDUCATION AUTHORITY (formerly HEALTH EDUCATION COUNCIL), 78 New Oxford Street, London WC1A 1AH

HELP THE AGED, St James's Walk, London EC1R 0BE

INNER LONDON EDUCATIONAL AUTHORITY, The County Hall, London SE1

INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON, 20 Bedford Way, London WC1

KEELE UNIVERSITY, Department of Adult and Continuing Education, the University, Keele ST5 5BG

NATIONAL CORPORATION FOR THE CARE OF OLD PEOPLE (now the CENTRE FOR POLICY ON AGEING)

NATIONAL EXTENSION COLLEGE, 18 Brooklands Avenue, Cambridge, CB2 2HN

NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION (NIACE), 19B De Montfort Street, Leicester LE1 7GE

NATIONAL OLD PEOPLE'S WELFARE COUNCIL (now AGE CONCERN ENGLAND)

PRE-RETIREMENT ASSOCIATION, 19 Undine Street, Tooting, London SW17 8PP

SCOTTISH COMMUNITY EDUCATION COUNCIL, Athol House, 2 Canning Street, Edinburgh, EH3 8EZ

SCOTTISH INSTITUTE OF ADULT EDUCATION, 30 Rutland Square, Edinburgh, Scotland, EH1 2BW

SOCIAL SCIENCE RESEARCH COUNCIL (now ECONOMIC AND SOCIAL RESEARCH COUNCIL)

THE SPORTS COUNCIL, 16 Upper Woburn Place, London WC1H 0QP

THIRD AGE TRUST/U3A NATIONAL OFFICE AND COMMITTEE, 6 Parkside Gardens, London SW19 5EY

UNIT FOR THE DEVELOPMENT OF ADULT CONTINUING EDUCATION (UDACE), 19B De Montfort Street, Leicester LE1 7GE.

UNIVERSITIES COUNCIL FOR ADULT AND CONTINUING EDUCATION (now extinct; was at NIACE address)

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JOURNALS

Ageing International Journal of the International Federation on Aging. Quarterly.

Ageing and Society Journal of the Centre for Policy on Ageing and the British Society of Gerontology. Cambridge University Press. Quarterly. Substantive articles on policies for ageing, book reviews.

Educational Gerontology Hemisphere Publishing Corporation, 1025 Vermont Avenue, N.W., Washington, DC 20005. Bimonthly. An international (but primarily American) journal reporting on relevant research, projects and resources.

The FREE Information Bulletin Quarterly Bulletin published by the Forum on the Rights of Elderly People to Education. Bernard Sunley House, 60 Pitcairn Road, Mitcham, Surrey CR4 3LL.

Journal of Educational Gerontology Journal of the Association for Educational Gerontology. Department of Adult and Continuing Education, the University, Keele, Staffs ST5 5BG. Biannual. Articles on all aspects of educational gerontology, book and media reviews.

REGULAR NEWSLETTERS

Age Well Campaign Unit Newsletter Age Concern England.

ILEA Education Resource Unit for Older People (EDROP) Newsletter West Hill School, 5 Merton Road, Wandsworth, London SW18 5ST.

Pensioners Link/Linkup Newsletter 17 Balfe Street, London N1 9EB.

PRA (Pre-Retirement Association) News PRA Resources Unit, Department of Educational Studies, University of Surrey, Guildford, GU2 5XH.

The Third Age Triannual newspaper of the U3A and associated groups.

ABBREVIATIONS

AEG	Association for Educational Gerontology
AIMS	Activities and Interests for Mature Students (U3A)
ASTA	Association of Students of the Third Age (Oxfordshire) (U3A)
BASE	British Association for Services to the Elderly
BSG	British Society of Gerontology
CPA	Centre for Policy on Ageing
DARG	Development Advisory Group of Age Concern Scotland
DES	Department of Education and Science
DHSS	Department of Health and Social Security
DOE	Department of the Environment
ESRC	Economic and Social Research Council
EXTEND	Exercise Training for the Elderly and Disabled
FREE	Forum on the Rights of Elderly People to Education
ILEA	Inner London Education Authority
IQ	Intelligence Quotient
NCCOP	National Corporation for the Care of Old People (now Centre for Policy on Ageing)
NCVO	National Council of Voluntary Organisations
NIACE	National Institute of Adult Continuing Education (Leicester)
NIAE	National Institute of Adult Education (now the National Institute of Adult Continuing Education)
OU	Open University
PRA	Pre-retirement Association
PRE	Pre-retirement Education
SCUTREA	Standing Conference on University Training and Research in the Education of Adults
SSRC	Social Science Research Council (now the Economic and Social Research Council)
UDACE	Unit for the Development of Adult Continuing Education
U3A	University of the Third Age

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